

R E P O R T R E S U M E S

ED 011 999

AC 001 022

ADULT EDUCATION IN METROPOLITAN TORONTO, A SITUATION REPORT.
BY- COHEN, A. AND OTHERS
TORONTO BOARD OF EDUCATION (ONTARIO)

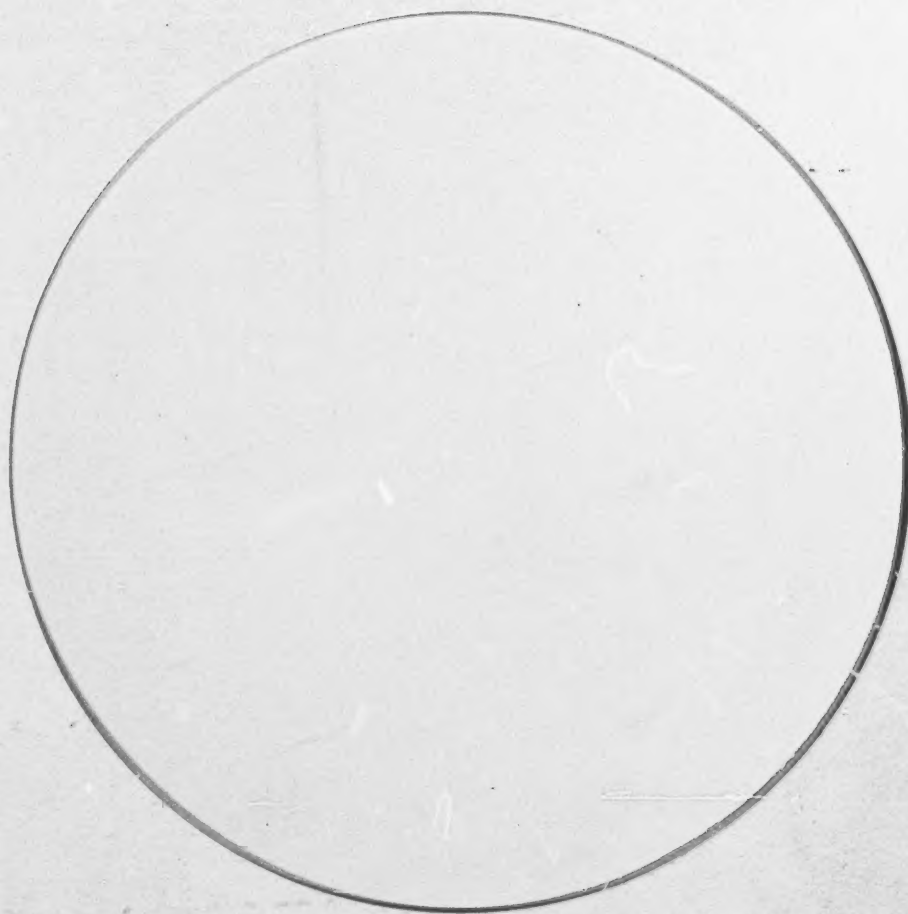
PUB DATE MAY 67

EDRS PRICE MF-\$0.18 HC-\$3.80 95P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *PARTICIPATION, *EDUCATIONAL INTEREST, *PARTICIPANT CHARACTERISTICS, INDIVIDUAL CHARACTERISTICS, MALES, FEMALES, EDUCATIONAL BACKGROUND, STUDENT COSTS, STATISTICAL DATA, PROGRAM CONTENT, RESEARCH, EDUCATIONAL OPPORTUNITIES, PUBLIC SCHOOL ADULT EDUCATION, ENROLLMENT, QUESTIONNAIRES, ATTENDANCE PATTERNS, EDUCATIONAL NEEDS, SURVEYS, TORONTO, CANADA,

A METROPOLITAN TORONTO SURVEY SOUGHT TO DETERMINE THE NUMBER OF PERSONS CURRENTLY PURSUING ADULT EDUCATION, OR NOT PARTICIPATING BUT WILLING TO ATTEND A PROPOSED 24-HOUR CENTER. INFORMATION WAS GATHERED, BY TELEPHONE QUESTIONNAIRE, AS TO ORGANIZATIONS SPONSORING COURSES, TYPE, LOCATION, AND SCHEDULING OF COURSES, TIME AND MONEY INVESTED BY PARTICIPANTS, AND BACKGROUND (AGE, INCOME, AND EDUCATION). THE RATIO OF WOMEN TO MEN EXCEEDED 2 TO 1. ALSO, RESPONDENTS TENDED TO BE YOUNGER AND MORE EDUCATED THAN THE OVERALL TORONTO POPULATION. EVENINGS MONDAY THROUGH THURSDAY WERE THE PREFERRED ATTENDANCE TIMES, ALTHOUGH ALL TIMES OF THE DAY OR WEEK WOULD DRAW SOME ATTENDEES. UNSKILLED, UNEMPLOYED, AND RETIRED PEOPLE, MEN WITH LOWER INCOMES AND EDUCATION, AND LESS EDUCATED HOUSEWIVES, AND PERSONS OVER 45 WOULD CLEARLY FAVOR THE CENTER OVER EXISTING PROVISIONS. CURRENT NONPARTICIPANTS WOULD GENERALLY PREFER COMMERCIAL AND TECHNICAL COURSES TO ACADEMIC COURSES. FINALLY, PROSPECTIVE ATTENDEES, ESPECIALLY MEN, WOULD DEVOTE MORE TIME AND MONEY TO CENTER PROGRAMS THAN TO EXISTING PROGRAMS. FINDINGS CALL FOR SCRUTINY OF DROPOUT CAUSES, PROMPT SETTING UP OF THE CENTER, AND MORE WIDESPREAD AND EFFECTIVE PUBLICITY AIMED AT EDUCATIONALLY NEEDY ADULTS. DOCUMENT INCLUDES TWO FIGURES, 57 TABLES, AND THE QUESTIONNAIRE. (LY)

ED011999



RESEARCH SERVICE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

*issued by the
Research Department*

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.



THE BOARD OF EDUCATION

FOR THE CITY OF TORONTO

ADULT EDUCATION IN METROPOLITAN TORONTO

A Situation Report

List of Authors

Mr. A. Cohen
Dr. J. S. Murray
Mr. C. Stuhr
Dr. E. N. Wright

May, 1967

ACKNOWLEDGEMENT

The Research Department of the Board of Education for the City of Toronto wishes to thank the many adults who graciously contributed their time for an interview, and who expressed an interest in the project.

TABLE OF CONTENTS

	<u>Page Number</u>
INTRODUCTION	1
RESEARCH PROCEDURES AND DESIGN	4
DESCRIPTION OF THE SAMPLE	9
Males	9
Females	11
Significance of Sample Characteristics	12
FINDINGS RELATED TO THE MAIN OBJECTIVES OF THE STUDY	13
Projections - Males	13
Projections - Females	15
TRENDS IN PARTICIPATION IN ADULT EDUCATION ...	17
Males	18
Females	27
THE POTENTIAL CLIENTS OF THE PROPOSED CENTRE: THOSE ENROLLED IN ADULT COURSES AT THE TIME OF THE SURVEY AND THOSE NOT ENROLLED	36
Males	36
Females	41
SIGNIFICANT RELATIONSHIPS BETWEEN VARIOUS CHARACTERISTICS OF RESPONDENTS	47
Males	48
Females	54
SUMMARY AND RECOMMENDATIONS	61
APPENDIX A - Telephone Questionnaire Completed by 990 Toronto Residents	66
APPENDIX B - Relationships Between Demo- graphic Variables	78

ADULT EDUCATION IN METROPOLITAN TORONTO
A Situation Report

INTRODUCTION

Since the end of World War II, adult education has become more and more important, especially in the large industrial urban centres. The City of Toronto is a good case in point: although the population within the City proper has actually declined since 1946, attendance at adult evening classes has more than tripled:

<u>School Year</u>	<u>Enrolment in Regular Evening School Classes</u> *
1945 - 1946	11,782
1955 - 1956	17,353
1964 - 1965	19,702
1965 - 1966	29,501
1966 - 1967	39,297

* Figures from the Office of the Director of Education

The significance of this increase can be seen from the fact that evening school enrolment in the 1966-67 school year for the first time exceeds the total number of students attending Toronto's regular secondary schools.

Responding to this tremendous growth, in 1966 the Board of Education for the City of Toronto created the position of Assistant Superintendent of Adult Education. John F. McGivney, appointed to this position, was given the responsibility for co-ordinating existing programmes and planning for their growth and development.

One of Mr. McGivney's major concerns has been for those people who would attend adult classes if they had the opportunity, but who are unable to do so because of a lack of convenient facilities. There are likely many people unable to take the time necessary to attend evening classes; for example, housewives with family commitments, and shift workers. If adult classes are mostly offered during evening hours, are not these men and women unfairly deprived of the chance to continue their education?

Mr. McGivney's thoughts on this matter accord with the concept of Continuous Learning, a set of principles advanced by the Canadian Association for Adult Education in its "White Paper on the Education of Adults in Canada" (1964).

Some of the important principles it cites are:

"Individuals learn throughout their lives, not merely at the beginning."

"Learning is always a voluntary act."

"The more effective formal education becomes, the more acute will be the need for a well-developed system of Continuous Education."

"The development of Continuous Education cannot be left to chance."

"The present emphasis on educating the young creates a serious discontinuity in the lives of our citizens and will lead to disaster if continued. Merely concentrating our resources on the young not only isolates them from the mainstream of society, but inhibits their ability to adapt to change in later years."

"There is no one who cannot learn something."

"All citizens should have reasonable access to any part or level of the educational system at any time in their lives without being unreasonably inconvenienced."

The problem facing Mr. McGivney was to make it possible for all citizens to continue their education. As a solution, Mr. McGivney considered the establishment of a Centre offering a programme of adult courses twenty-four hours a day, seven days a week, fifty-two weeks a year. He approached the Research Department of the Board of Education for the City of Toronto with this idea and a survey study was mounted to test the feasibility of such a Centre. The objectives of the survey were first to determine the number of people in Metropolitan Toronto currently taking advantage of adult education and second, to determine the number of people in Metropolitan Toronto not currently participating in adult courses, but willing to attend a twenty-four hour Centre, should one be established.

In addition, certain information was requested of people who had taken adult education courses in the past, were taking them at the time of the survey, and were intending to take them in the future. These people were questioned about the type, location, and time of the courses they took or that they intended to take. They were also asked about the time they spent in connection with the courses, the cost of attending and the organization sponsoring the courses. Finally, general demographic data such as age, income and education of the respondents were collected (see Questionnaire, Appendix A). The following report is based on the results of that survey.

RESEARCH PROCEDURES AND DESIGN

A first draft of the questionnaire was developed during the second week in September, 1966, and arrangements were made with a survey research firm to conduct the survey and to code and tabulate the data. Pre-testing began in mid-October and the actual survey was conducted later that month. The first data became available about one month later and a preliminary report was forwarded immediately to Mr. McGivney. The substance of this report is presented below.

The study was concerned with persons over sixteen years of age who were not in full-time attendance at school. Since the survey was conducted by telephone, only persons residing in households with telephones in the toll-free calling area of Metropolitan Toronto were eligible. Toll-free Metropolitan Toronto covers an area including 92% of the population living within the City's political boundaries. It is an area in which 546,519 households are served by at least one telephone, with an estimated average of 2.4 eligible respondents per household. Thus, the potential call population was estimated to be 1.3 million people.

A list of telephone numbers was randomly generated. The numbers from each of the calling areas were roughly in proportion to the number of telephones in service there. In all, 4,082 randomly generated numbers were dialled. Of these, 1,373 were either not in service or served businesses, and 1,154 were either busy or did not answer.

In each household "entered" by the interviewer, the number of eligible respondents was determined and one or more of them was asked to complete the questionnaire. The selection took place according

to a random schedule which was applied following an enumeration of the residents in each household by age. In only four households was there no party eligible on the basis of this procedure. In the remaining 1,551 households, 1,761 persons were contacted. This is presented schematically in Figure 1.

Of the 1,761 persons contacted, 771 (44%) did not complete the interview for one of the following reasons:

- (1) The respondent refused to answer any questions.
(This was especially common among the males.)

	<u>Males</u>	<u>Females</u>
Answered	296 (44%)	694 (90%)
Refused	376 (56%)	74 (10%)
Total	672 (100%)	768 (100%)

- (2) The respondent was vague; he or she could not be understood even though he spoke English.
- (3) The respondent only spoke a language other than English; the interviewer only spoke English.

The disposition of the 1,761 potential respondents was

as follows:	Completed calls.....	990 (56%)
	Refusals.....	450 (26%)
	Vague.....	105 (6%)
	Non-English speaking.	216 (12%)
	Total.....	1761 (100%)

Obviously, the group of respondents who completed the interview cannot be regarded as random. Among the 990 who completed the questionnaire, the ratio of women to men was greater than two to one. This forced a separate consideration of men and women.

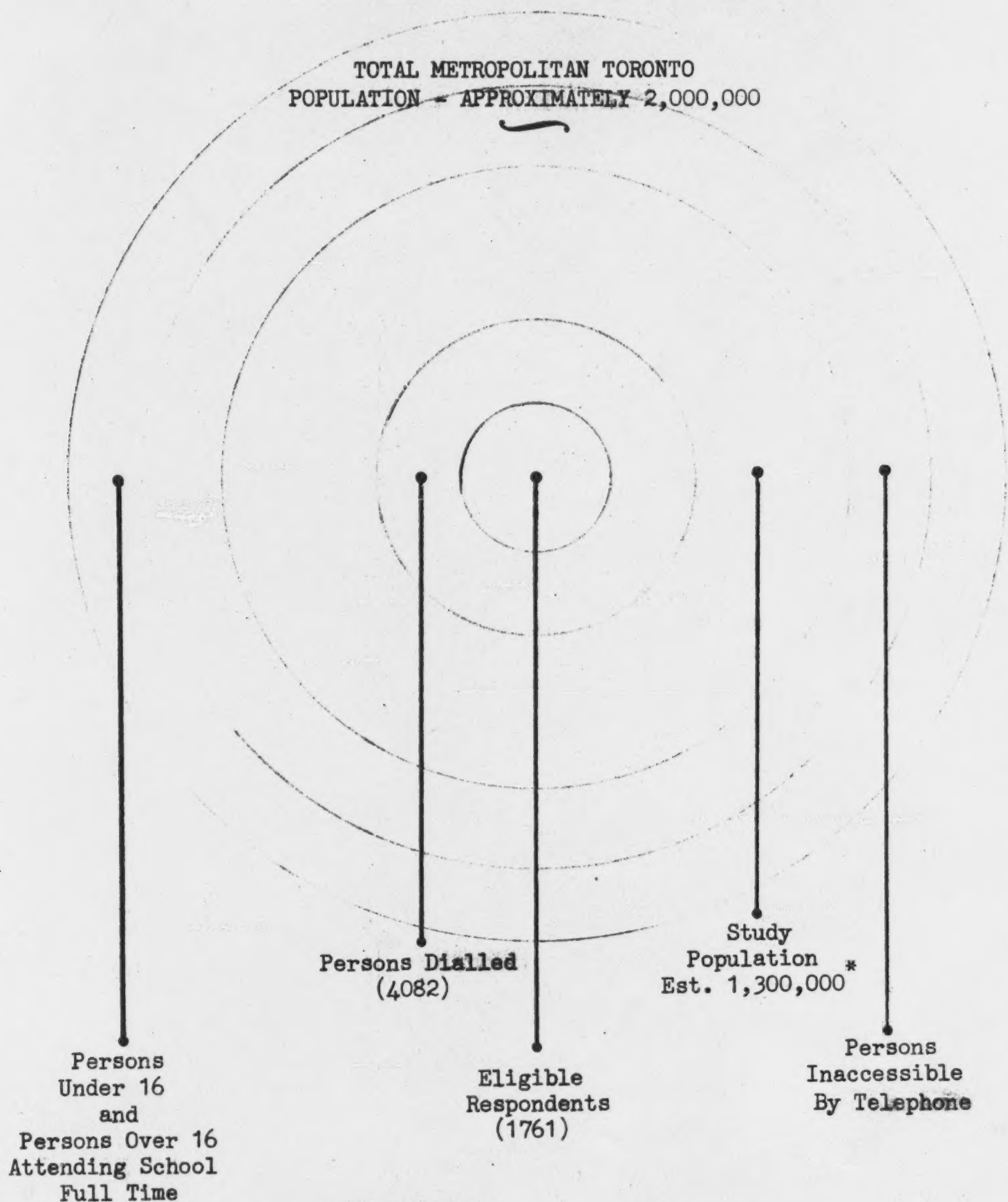


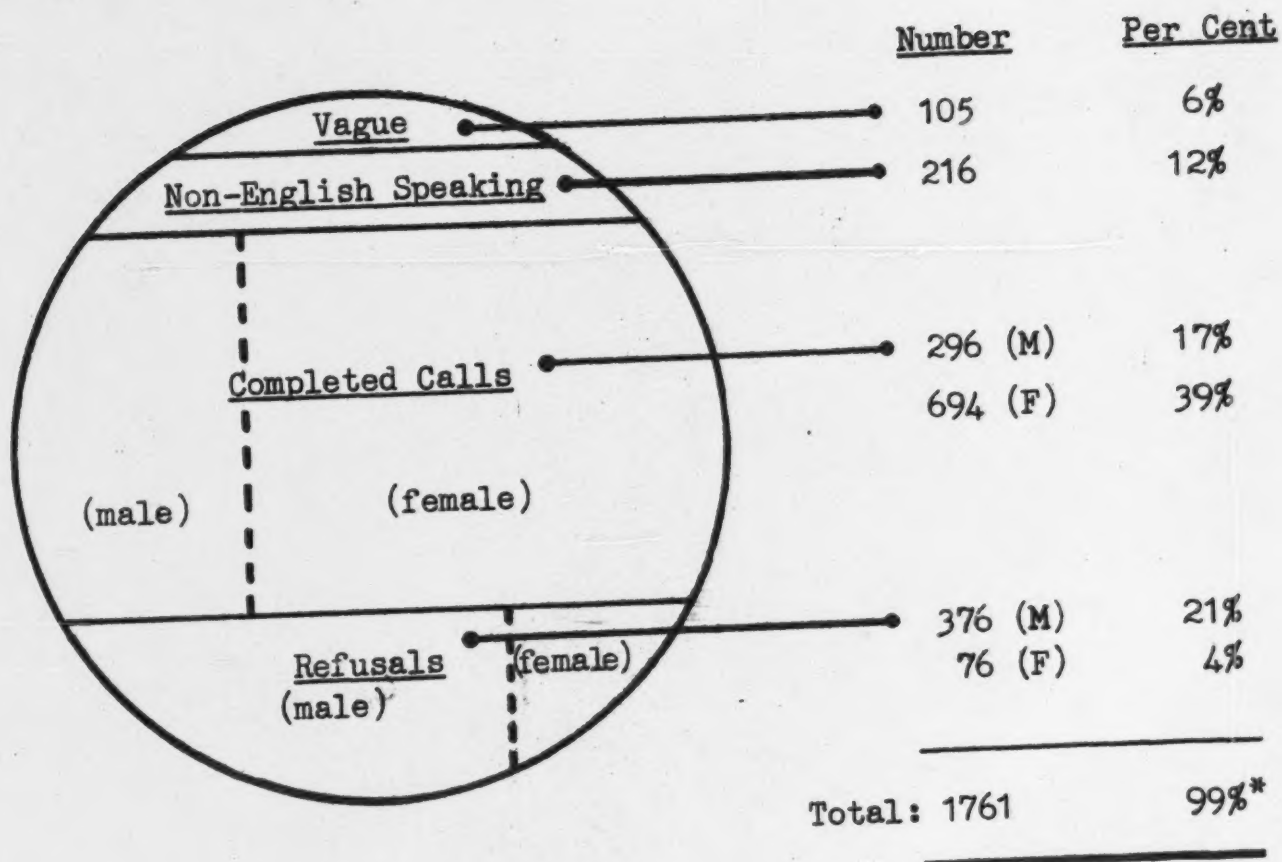
Figure 1 - A Sketch of the Population Sample Relationships

*

The figure for the study population was obtained by multiplying the number of households with telephones in toll free Metropolitan Toronto (546,519) by the estimated number of eligible respondents per household (2.4).

Since the 1,761 persons reached (see Figure 2) represent a study population of 1.3 million, each person in the sample represents approximately 740 persons in the study population. The 990 completed interviews represent between 730,000 and 740,000 people, or 56% of the study population.

On the basis of the 1961 census it is estimated that the ratio of men to women, in the study population of 1.3 million, is 44:56. Extrapolation indicates that the males interviewed represent 39% of the male study population and the females interviewed represent 70% of the female study population.



* Column does not add to 100% because of rounding errors.

Figure 2 - Disposition of the Study Sample

DESCRIPTION OF THE SAMPLE

In evaluating the results of the survey, two considerations must be borne in mind. First, the ratio of men to women in the sample interviewed does not reflect the sex-ratio in the general population of Toronto. For this reason, males and females are considered separately throughout this report and the reader should be advised that comparisons between males and females are not valid. Secondly, the sample differs from the general population with respect to age and educational level. (Relationships between demographic variables are presented in Appendix B.)

Males

TABLE 1

AGE DISTRIBUTION OF THE MALES IN THE STUDY AND IN THE TOTAL POPULATION

Population	16 - 34 Years	35 - 44 Years	45 Years and Older	Total	n
Metro	41.0%	22.0%	37.0%	100%	633,096
City	40.0%	19.2%	40.8%	100%	249,225
Sample	40.7%	32.4%	26.9%	100%	290*

* No answer or refusal - 6

Of the males in Metropolitan Toronto, 37% are forty-five years or older, while only 27% of the males in the interview-sample are in this age range. Thus the males who responded are younger, as a group, than

the males of Toronto in general. The figures for both Metropolitan Toronto and the City of Toronto are based on the 1961 census and include all those aged fifteen.

TABLE 2
EDUCATIONAL LEVELS OF THE MALES IN THE STUDY
AND IN THE TOTAL POPULATION

Population	Grade School Only	Some High School	High School Graduate	University Level	Total	n
Metro	40.3%	28.7%	20.0%	11.0%	100%	584,219
City	50.4%	24.4%	15.8%	9.3%	99.9%	233,772
Sample	20.5%	37.5%	22.9%	19.1%	100%	293*

* No answer or refusal - 3

Of Metropolitan Toronto's males, 60% have at least some high school education; while 40% have never attended high school. Of the males in the sample, four-fifths, 80%, have attained the former level of education. Moreover, only 11% of Metropolitan Toronto's males have been educated at the university level - that is, have at least some university education. This compares to 19% of the males in the sample. Obviously, the males who were interviewed are, on the whole, better educated than is the general male population of Metropolitan Toronto. The figures for both Metropolitan Toronto and the City of Toronto are based on the 1961 census and consist of those ten years of age and over not attending school.

Females

TABLE 3

AGE DISTRIBUTION OF THE FEMALES IN THE STUDY
AND IN THE TOTAL POPULATION

Population	16 - 34 Years	35 - 44 Years	45 Years and Older	Total	n
Metro	39.9%	20.9%	39.2%	100%	663,663
City	37.3%	17.6%	45.1%	100%	265,175
Sample	39.0%	26.4%	34.6%	100%	679*

*
No answer or refusal - 15

The age distribution of the females in the sample approximates that of the general population. The sample has a somewhat higher proportion of females in the 35 - 44 year age group, and a somewhat lower proportion of females in the group aged 45 years and over. Again, the figures for the City and Metropolitan Toronto include those aged fifteen in the 16 - 34 year age group.

TABLE 4

EDUCATIONAL LEVELS OF THE FEMALES IN THE STUDY
AND IN THE TOTAL POPULATION

Population	Grade School Only	Some High School	High School Graduate	University Level	Total	n
Metro	37.1%	32.9%	24.3%	5.8%	100.1%	627,173
City	45.6%	27.9%	20.6%	5.9%	100%	253,398
Sample	18.5%	49.3%	22.7%	9.5%	100%	686*

*
No answer or refusal - 8

The sample has a higher proportion of women with at least some high school than does the population of Metropolitan Toronto. It also has a higher proportion of women with at least some university education. Therefore, on the whole, it is a better educated group than the general female population of Metropolitan Toronto. The figures for the City and Metropolitan Toronto include those aged ten years and over not attending school.

Significance of Sample Characteristics

The report deals with an elite sample - one that is younger and better educated than the general population. For this reason, it is representative of only about 56% of the eligible respondents in toll-free Metropolitan Toronto, or an estimated 52% of the eligible respondents in political Metropolitan Toronto.

The segment of Toronto's population which the sample represents has many more of its members participating in adult education than does the general population. An extrapolation from the 990 actual respondents shows a total of roughly 100,000 participants in all adult education programmes among the 52% of the population which the sample represents. But in all of Metropolitan Toronto, total enrolment in such programmes is only about 120,000. This means that the 48% of Metropolitan Toronto's population not represented by the sample only sends about 20,000 of its number to adult classes.

FINDINGS RELATED TO THE MAIN OBJECTIVES OF THE STUDY

The following constitutes the body of the preliminary report prepared for Mr. McGivney and outlines the answers to the study's main objectives.

Projections - Males

	<u>Per Cent of Interviewed Sample</u>	<u>Projected Number of Males</u>
Awareness of Adult Education Opportunities	68.9	150,000
Participation in Existing Programmes	17.2	38,000
Would Go to a 24 Hour, 7 Day, 12 Month Adult Education Centre	44.6	98,000

More than two-thirds (69%) of the males interviewed identified at least one agency offering a programme of adult education; 17% actually participated in such a programme at the time of the survey. Of the men, 45% claimed that they would make use of a twenty-four hour Centre should such a facility become available.

	<u>Per Cent of Interviewed Sample</u>	<u>Projected Number of Males</u>
Willing to Spend Five or More Hours per Week in Classes at Centre	24.3	53,000
Willing to Spend Five or More Hours per Week in Home Study	25.0	55,000
Willing to Spend Five or More Hours per Week in Travelling to and from Centre	3.7	8,000
Willing to Spend \$10 or More per Week in Order to Attend the Centre (excluding fees and tuition)	8.8	19,000

Of the males, 24% stated that they would be willing to spend five or more hours per week in adult education classes, and a like proportion, 25%, said that they would be willing to devote that amount of time to home study. Less than 4%, however, indicated willingness to spend five or more hours per week travelling to and from class. Of the male respondents, 8.8% said that they would be willing to spend ten dollars or more per week on books, transportation, and miscellaneous expenses connected with adult education.

	<u>Per Cent Interviewed Sample</u>	<u>Projected Number of Males</u>
Displayed Intense Interest (wrote a letter)	0.7	1,500

Seven-tenths of one per cent of the males interviewed expressed their interest in adult education by writing a letter to the Research Department. This is an extremely high response compared to a rate of one or two-tenths of one per cent on most issues.

Projections - Females

	<u>Per Cent of Interviewed Sample</u>	<u>Projected Number of Females</u>
Awareness of Adult Education Opportunities	71.3	370,000
Participation in Existing Programmes	12.5	64,000
Would Go to a 24 Hour, 7 Day, 12 Month Adult Education Centre	38.2	200,000

Of the females interviewed, 71% identified at least one agency with a programme of adult education while 13% participated in such a programme at the time of the survey. Of the women, 38% said that they would make use of the proposed twenty-four hour Centre.

	<u>Per Cent of Interviewed Sample</u>	<u>Projected Number of Females</u>
Willing to Spend Five or More Hours per Week in Classes at Centre	15.0	77,000
Willing to Spend Five or More Hours per Week in Home Study	14.4	74,000
Willing to Spend Five or More Hours per Week in Travelling to and from Centre	1.2	6,000
Willing to Spend \$10 or More per Week in Order to Attend the Centre (excluding fees and tuition)	2.4	13,000

Of the females, 15% stated that they would be willing to spend five hours or more in classes at the Centre a week, and about the same number (14.4%) said they would be willing to spend that much time in

home study. Only 1% indicated willingness to spend five or more hours travelling to and from class each week and only 2% are prepared to spend ten dollars or more weekly on miscellaneous expenses in order to attend classes at the Centre.

	<u>Per Cent of Interviewed Sample</u>	<u>Projected Number of Females</u>
Displayed Intense Interest (wrote a letter)	0.7	3,700

Seven-tenths of one per cent showed their interest in adult education by writing a letter to the Research Department.

TRENDS IN PARTICIPATION IN ADULT EDUCATION

The purpose of this section is to determine whether the proposed Centre will attract a clientele which differs in some important respects from the group of adults enrolled in courses during the past five years or attending classes at the time of the survey. Specifically, the following questions will be examined:

- Age - will the age distribution of the clients of the proposed Centre differ from the age distribution of the group of people hitherto participating in adult education?
- Education - will the Centre be more attractive to those educational brackets which until now have had only a few of their numbers enrolled in courses?
- Courses - will certain courses be more popular at the Centre than they are at present?
- Time Spent In Connection With Courses - will people spend more time at the Centre than they have hitherto in connection with adult courses?
- Miscellaneous Expenses - will people spend more money (excluding tuition) in order to attend the Centre?
- Days and Times of Courses - if the Centre is operated on a twenty-four hour basis, will the public take advantage of this opportunity?

Males

TABLE 5

AGE DISTRIBUTION OF THE MALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	16 - 34 Years n = 118	35 - 44 Years n = 94	45 Years and Older n = 78	Total n = 290
Took Courses in Past Five Years	55	36	13	104
Currently Enrolled in a Course	26	22	2	50
Would Go to 24 Hour Centre	68	41	19	128

Of the fifty males who participated in adult education at the time of the survey, 96% were under forty-five years of age. Of the males who stated that they would attend the proposed Centre, 85% were in that age group (i.e., under forty-five). Even though the sample is admittedly biased in favour of the younger males, (see Table 1) it still appears that men under forty-five will make up the bulk of the proposed Centre's clientele.

Considering only those males who completed the questionnaire, 58% of those between sixteen and thirty-four, 44% of those between 35 and 44 and 24% of those aged 45 and over stated that they would attend the proposed Centre.

The most dramatic effect which the Centre would have is that it would attract about ten times as many men over forty-five as are presently participating in adult education (see Table 21 below). However,

with the proposed Centre, as with the existing programmes, the younger males would still make up the great majority of participants.

TABLE 6

EDUCATIONAL LEVELS OF THE MALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	Grade School Only n = 60	Some High School n = 110	High School Graduate n = 67	University Level n = 56	Total n = 293
Took Courses in Past Five Years	6	43	32	28	109
Currently Enrolled in a Course	6	16	15	14	51
Would Go to 24 Hour Centre	24	50	33	25	132

Of the men who were taking courses at the time of the survey, 57% had finished high school or gone to a university. Of the men who stated that they would attend the twenty-four hour Centre, 44% had attained that level of education. The men in this educational bracket made up 42% of the male sample (see Table 2). This suggests that, at present, the better educated males are more likely to participate in adult courses; however, it appears that the new Centre would to some degree remedy the low attendance rate of men who have not been graduated from high school.

Of the men who completed the questionnaire and had no more than a public school education, 10% have attended courses in the past, and the same percentage was enrolled at the time the survey was taken.

Of the men at this level of education, 40% said that they would attend the proposed Centre. This confirms the conclusion tentatively reached above that a twenty-four hour Centre would be especially attractive to less educated men.

About 15% of the males with some secondary schooling were enrolled in adult courses when the survey was taken. Of these men, 45% indicated their intention to go to the proposed Centre - again a significant increase.

Of the high school graduates, 22% attended courses in October, 1966; almost half of the high school graduates in the entire male sample, 49%, (i.e., including both those who have taken courses in the past and those currently enrolled in courses) said they would take courses at the twenty-four hour Centre.

Among the men with at least some university background, 25% were engaged in adult education at the time of the survey and 45% stated their intention of going to the proposed Centre.

At each educational level, more men wanted to go to the Centre than were taking courses at the time of the survey. The sole major increase is indicated among the men with elementary schooling only.

TABLE 7

TYPE OF COURSE FIRST MENTIONED BY THE MALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	Academic	Business, Technical, Trade	General, Recreation, Fine Arts	Total
Took Courses in Past Five Years	12	68	28	108
Currently Enrolled in a Course	17	24	10	51
Would Go to 24 Hour Centre	18	78	33	129

Of the men with prior experience in adult education, 63% had taken business, technical, or trade courses. Of those enrolled when the survey was taken, 47% were participating in that type of course and 60% of the men planning to attend the proposed Centre said that they would be taking courses of that kind. It appears that such business and trade courses have been most popular in the past and will continue to be the most popular in the future.

TABLE 8

TOTAL TIME PER WEEK SPENT ON COURSES BY THE MALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	Less than 5 Hours	Between 5 & 10 Hours	Between 10 & 15 Hours	Total
Took Courses in Past Five Years	28	56	18	102
Currently Enrolled in a Course	11	26	12	49
Would Go to 24 Hour Centre	37	72	19	128

Table 8 indicates that a twenty-four hour Centre would probably not produce any radical change in the amount of time that men spend in connection with adult courses. As is the case now, most of the clients of the proposed Centre would be spending between five and ten hours weekly in pursuing their education.

TABLE 9

TOTAL MISCELLANEOUS EXPENSES PER WEEK
SPENT ON COURSES BY THE MALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	Less Than \$1.00	Between \$1.00 and \$5.00	More Than \$5.00	Total
Took Courses in Past Five Years	55	30	14	99
Currently Enrolled in a Course	19	12	11	42
Would Go to 24 Hour Centre	3	62	40	105

The figures in Table 9 indicate that 56% of the men who had taken adult courses in the past stated that their expenses for the course amounted to less than one dollar per week (excluding tuition,) while only 45% of those currently enrolled in adult courses are spending less than one dollar per week. Only 3% indicated that in the future they would limit their spending to this amount in order to attend the proposed Centre. It may further be seen from Table 9 that of those presently attending courses, 29% are spending between one and five dollars and 26% are spending more than five dollars. Of those men who expressed an interest in attending the proposed Centre, 59% said they would spend between one and five dollars while 38% said they would be willing to spend more than five dollars per week.

These figures indicate that men are willing to spend more money in connection with adult education while attending the proposed Centre than they are spending in connection with courses they are now taking.

In the past, the evenings of the days from Monday through Thursday were the times at which men most commonly attended adult courses. However, there were also considerable numbers of men who attended classes in the mornings or afternoons of the days from Monday through Friday. Relatively few went on Saturday afternoon or Friday evening, and no one went on Saturday or Sunday morning, Sunday afternoon, or Saturday or Sunday evening. No one went to class between the hours of midnight and 6 a.m. on any day of the week. This of course was due to the fact that no courses were offered during these hours (see Table 10).

Among the men taking courses at the time of the survey, the evenings of the days from Monday through Thursday were again most popular,

although fairly large numbers also went on the mornings of the days from Monday through Saturday, and a few on the afternoons of the days from Monday through Friday. Relatively small numbers went to class on Sunday mornings, Saturday afternoon, or the evenings of the days from Friday through Sunday (see Table 11).

TABLE 10

TIMES OF ATTENDANCE AT COURSES WHICH MALES TOOK
IN THE PAST FIVE YEARS, EXPRESSED AS A PER CENT OF
THE TOTAL NUMBER OF THE MALES WHO HAD TAKEN COURSES
n = 109

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning (6 a.m. - Noon)	9.2	12.8	10.1	11.0	9.2	--	--
Afternoon (Noon - 6 p.m.)	10.1	12.8	11.0	11.0	9.2	.9	--
Evening (6 p.m. - Midnight)	28.4	34.9	19.3	33.9	3.7	--	--

TABLE 11

TIMES OF ATTENDANCE AT COURSES WHICH MALES WERE
TAKING AT THE TIME OF THE SURVEY, EXPRESSED AS A PER CENT
OF THE TOTAL NUMBER OF MALES TAKING COURSES
n = 51

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning (6 a.m. - Noon)	15.7	13.7	13.7	13.7	11.8	9.8	2.0
Afternoon (Noon - 6 p.m.)	5.9	5.9	7.8	5.9	5.9	3.9	--
Evening (6 p.m. - Midnight)	27.5	31.4	21.6	21.6	3.9	2.0	2.0

It is significant that at all times of every day there would be some men who would find it convenient to attend the proposed Centre, and who would be willing to do so (see Table 12).

TABLE 12

PREFERRED TIMES OF ATTENDANCE AT COURSES WHICH MALES WOULD
BE TAKING AT THE CENTRE, EXPRESSED AS A PER CENT
OF THE TOTAL NUMBER OF MALES WHO WOULD GO TO CENTRE
n = 132

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning (6 a.m. - Noon)	12.9	12.9	14.4	9.8	6.8	23.5	16.7
Afternoon (Noon - 6 p.m.)	9.1	9.8	9.1	10.6	9.8	22.7	17.4
Evening (6 p.m. - Midnight)	44.7	42.4	47.7	43.9	28.8	10.6	9.8
Night (Midnight - 6 a.m.)	7.6	5.3	8.3	6.1	3.0	.8	.8

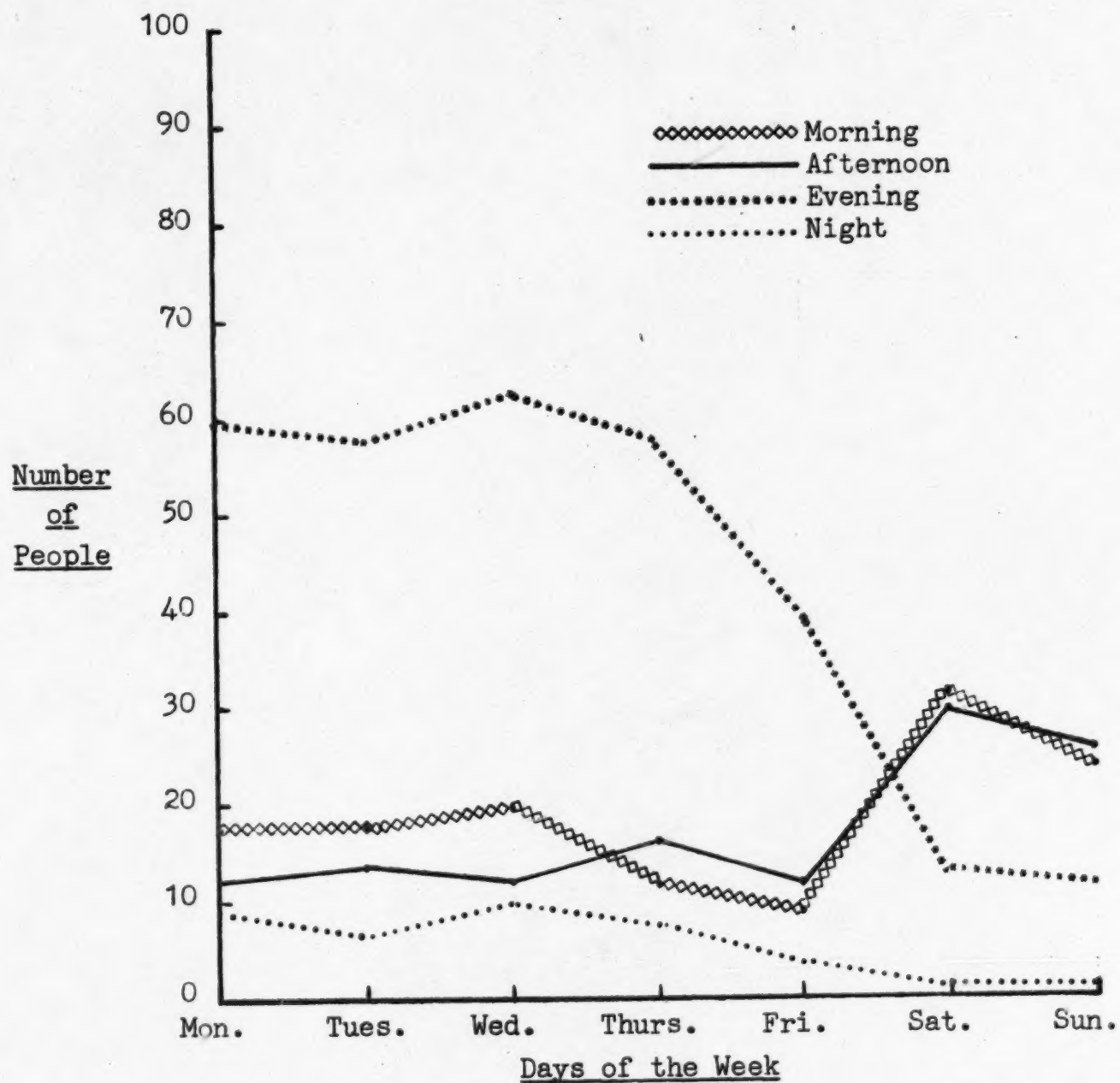


Fig. 3. Popularity of times for attendance at a twenty-four hour, seven day a week Centre, indicating number of males willing to attend at each given time (based on a total of 132 male respondents).

Females

TABLE 13

AGE DISTRIBUTION OF THE FEMALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	16 - 34 Years n = 265	35 - 44 Years n = 179	45 Years and Older n = 235	Total n = 679
Took Courses in Past Five Years	89	51	41	181
Currently Enrolled in a Course	36	29	18	83
Would Go to 24 Hour Centre	115	72	73	260

Of the females who were taking adult courses in October of 1966, 78% were under forty-five years of age, as were 72% of the women who said they would attend the proposed Centre. As with the men, it appears that most of the Centre's female clients will be under forty-five.

Looking at each age level separately, it may be seen that with increasing age a decreasing percentage of women would be interested in attending the proposed twenty-four hour Centre (i.e., 43%, 40% and 31% respectively).

Approximately four times as many females over forty-five would go to the proposed Centre as are presently taking part in adult courses. It is in this age range that there would be the largest increase in attendance as a result of the establishment of a twenty-four hour Centre. Even then, however, the younger women would still be the most likely participants.

TABLE 14

EDUCATIONAL LEVELS OF THE FEMALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	Grade School Only n = 127	Some High School n = 338	High School Graduate n = 156	University Level n = 65	Total n = 686
Took Courses in Past Five Years	18	87	56	23	184
Currently Enrolled in a Course	6	46	18	16	86
Would Go to 24 Hour Centre	35	132	67	28	262

Of the women who were enrolled in courses when the survey was taken, 93% had more than a grade school education.

Among those females having no more than elementary schooling, only 4.7% were taking an adult course in October, 1966. However, 28% of the women from this group said that they would attend the twenty-four hour Centre.

Among those women interviewed who had some secondary schooling, 14% were taking courses at the time the survey was taken, while 39% indicated their desire to attend the proposed Centre.

Of the female high school graduates interviewed, 12% were engaged in adult education when the survey was taken; 43% of these high school graduates said they would attend the twenty-four hour Centre.

Of the women with some university education, 25% indicated that they were currently attending courses. Of the university women, 43% wanted to go to the proposed Centre.

At all levels of education, more women said they would go to the proposed Centre than were taking courses at the time of the survey. The most dramatic increase in attendance is indicated among females with no more than an elementary school education.

TABLE 15

TYPE OF COURSE FIRST MENTIONED BY THE FEMALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	Academic	Business, Technical, Trade	General, Recreation, Fine Arts	Total
Took Courses in Past Five Years	19	63	104	186
Currently Enrolled in a Course	10	23	54	87
Would Go to 24 Hour Centre	32	89	144	265

A preference for courses in the areas of general education, recreation and the fine arts was indicated by 56% of the women who had taken courses in the past, 62% of the women currently enrolled and 54% of those planning to attend the proposed Centre. These courses are more popular than all other types of courses combined. Business, technical and trade courses, which include courses in household science, are next in popularity, while academic courses are least popular.

TABLE 16

TOTAL TIME PER WEEK SPENT ON COURSES BY THE FEMALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	Less than 5 Hours	Between 5 & 10 Hours	Between 10 & 15 Hours	Total
Took Courses in Past Five Years	68	90	20	178
Currently Enrolled in a Course	42	33	7	82
Would Go to 24 Hour Centre	128	124	12	264

Of the women who were participating in courses at the time they were interviewed, 51% devoted less than five hours weekly to them and 48% of those who said they would attend the proposed Centre indicated that they also would spend less than five hours per week on courses. At the time of the survey, 40% of the women enrolled and 47% of those wanting to attend the proposed Centre said that they were spending, or were willing to spend, between five and ten hours weekly on courses.

It appears that the establishment of a twenty-four hour Centre would not lead to a significant increase in the amount of time per week that individual women would devote to furthering their education. However, as was shown above (Tables 13 and 14) more women would be attracted to adult education once the Centre is established.

TABLE 17

TOTAL MISCELLANEOUS EXPENSES PER WEEK
SPENT ON COURSES BY THE FEMALES WHO HAVE
ATTENDED, ARE ATTENDING, AND WOULD ATTEND
ADULT EDUCATION COURSES

Attendance at Adult Courses	Less Than \$1.00	Between \$1.00 and \$5.00	More Than \$5.00	Total
Took Courses in Past Five Years	77	59	38	174
Currently Enrolled in a Course	41	26	11	78
Would Go to 24 Hour Centre	31	155	32	218

It is evident from Table 17 that 53% of the females who were engaged in adult courses at the time of the survey were spending less than one dollar weekly on the miscellaneous expenses connected with their courses (exclusive of tuition). However, of the women who said that they would attend the proposed Centre, only 14% said that they would limit their miscellaneous expenses to less than one dollar per week.

One-third (33%) of those participating when interviewed were spending between one and five dollars weekly, as compared to almost three-quarters (71%) of the prospective clients of the twenty-four hour Centre being willing to spend this amount.

Among those women currently enrolled and those who plan to attend the Centre, 14% and 15% respectively are willing to spend more than five dollars weekly on courses.

It appears that women are prepared to spend more money, up to a limit of five dollars weekly, in order to attend the Centre than they are spending in connection with the courses they are currently attending.

TABLE 18

TIMES OF ATTENDANCE AT COURSES WHICH FEMALES TOOK
IN THE PAST FIVE YEARS, EXPRESSED AS A PER CENT OF
THE TOTAL NUMBER OF THE FEMALES WHO HAD TAKEN COURSES
n = 186

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning (6 a.m. - Noon)	12.4	11.3	11.8	9.7	9.1	2.2	0.5
Afternoon (Noon - 6 p.m.)	7.0	7.5	8.6	7.0	5.4	0.5	--
Evening (6 p.m. - Midnight)	30.1	34.9	26.3	26.3	4.3	0.5	--

TABLE 19

TIMES OF ATTENDANCE AT COURSES WHICH FEMALES WERE
TAKING AT THE TIME OF THE SURVEY, EXPRESSED AS A PER CENT
OF THE TOTAL NUMBER OF FEMALES TAKING COURSES
n = 87

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning (6 a.m. - Noon)	5.7	3.4	4.6	3.4	3.4	--	--
Afternoon (Noon - 6 p.m.)	3.4	5.7	9.2	3.4	3.4	--	--
Evening (6 p.m. - Midnight)	27.6	27.6	25.3	24.1	4.6	--	--

TABLE 20

PREFERRED TIMES OF ATTENDANCE AT COURSES WHICH FEMALES WOULD
BE TAKING AT THE CENTRE, EXPRESSED AS A PER CENT
OF THE TOTAL NUMBER OF FEMALES WHO WOULD GO TO CENTRE
n = 266

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning (6 a.m. - Noon)	17.7	19.2	19.2	15.4	10.2	8.6	4.9
Afternoon (Noon - 6 p.m.)	18.4	18.0	26.3	19.9	10.9	11.3	10.2
Evening (6 p.m. - Midnight)	37.6	38.7	44.7	32.7	17.7	6.0	4.5
Night (Midnight - 6 a.m.)	4.5	4.1	4.5	2.6	1.1	1.1	1.5

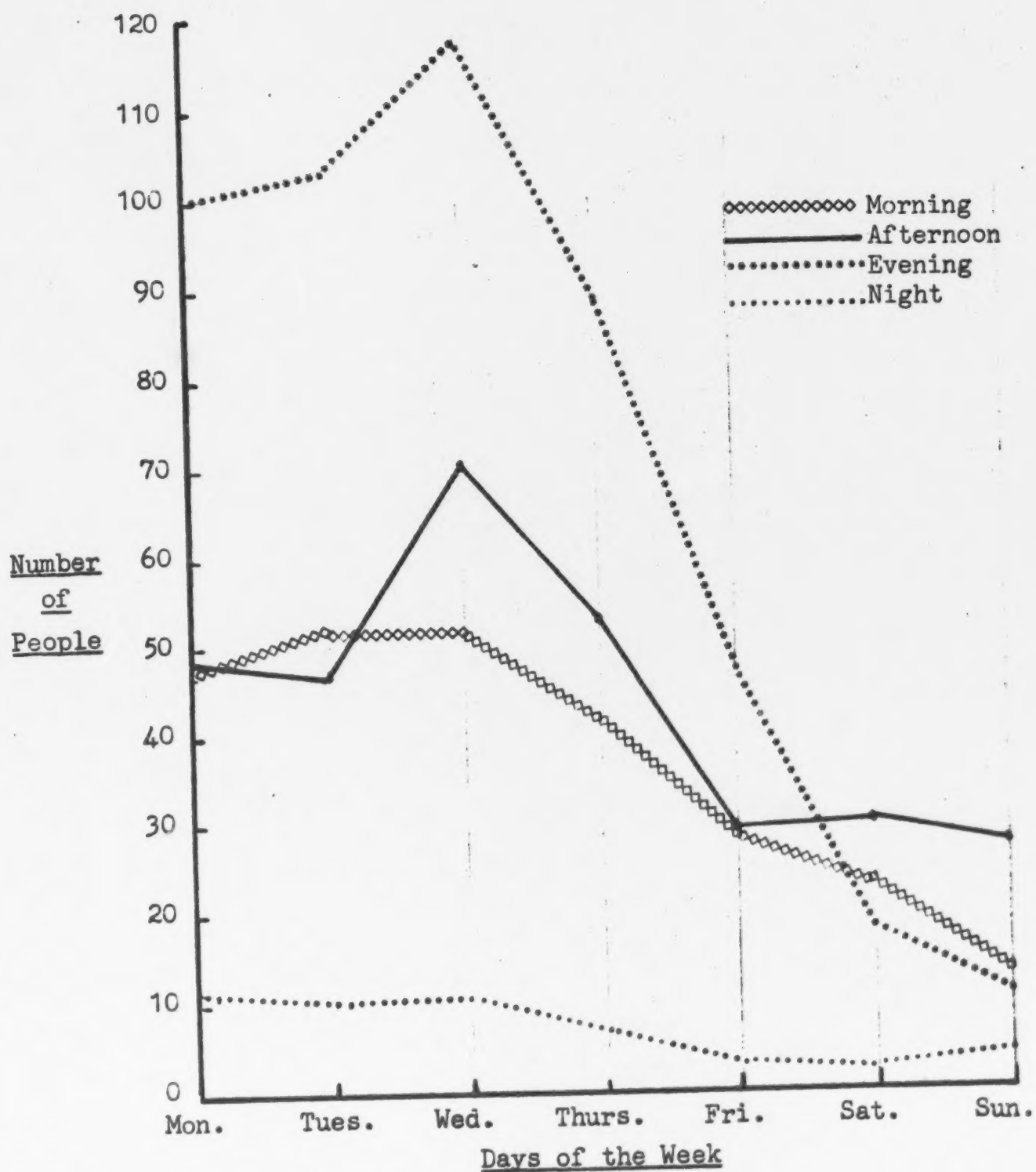


Fig. 4. Popularity of times for attendance at a twenty-four hour, seven day a week Centre, indicating number of females willing to attend at each given time (based on a total of 266 female respondents).

Most of the women who have taken courses in the past attended their classes on the evenings of the days from Monday through Thursday. A lesser number went on the mornings and afternoons of the days from Monday through Friday. A few attended class on Saturday or Sunday morning, Saturday afternoon, or Saturday or Sunday evening. None went on Sunday afternoon or evening, and none went on any day between the hours of midnight and 6 a.m. (see Table 18).

Women who were enrolled in a course at the time of the survey also most commonly attended class on an evening of a day from Monday through Thursday. Varying numbers of women, ranging from 3% to 9% of those taking courses, went to class on the mornings or afternoons of the days from Monday through Friday, or on Friday evening (see Table 19).

At the proposed Centre, the evenings of the days from Monday through Thursday would likely continue to be the most popular time to attend courses for the women. It is significant, however, that at all times of the day, on every day of the week, there would be some women who would find it convenient to attend class (see Table 20).

THE POTENTIAL CLIENTS OF THE PROPOSED CENTRE:
THOSE ENROLLED IN ADULT COURSES AT THE TIME OF THE SURVEY
AND THOSE NOT ENROLLED

This section briefly outlines some of the main characteristics of those respondents who said that they would attend the twenty-four hour Centre. It again presents much of the data presented in the previous section, this time distinguishing between potential clients who were enrolled in an adult course at the time of the survey and potential clients who were not enrolled. We shall refer to those who said that they would attend the Centre and who were attending a course when surveyed as "Group A." Those who said that they would attend the Centre but who were not enrolled in a course at that time, we shall call "Group B." Again, separate consideration is given to men and women.

Males

TABLE 21

AGES OF POTENTIAL MALE STUDENTS IN THE PROPOSED CENTRE
IN TERMS OF THOSE CURRENTLY ATTENDING
COURSES (GROUP A) AND THOSE NOT CURRENTLY
ATTENDING COURSES (GROUP B)

Age	Group A	Group B	Overall
16 - 34 Years	61.5%	49.1%	51.5%
35 - 44 Years	38.5%	29.2%	31.1%
45 Years and Over	--	17.9%	14.4%
No Answer	--	3.8%	3.0%
Total (per cent)	100.0%	100.0%	100.0%
Total (frequency)	26	106	132

None of the men in Group A were over forty-five years of age, while 18% of the men in Group B were over forty-five. This confirms previous statements that the proposed Centre would be more attractive to older men than are presently existing programmes (see Table 5).

TABLE 22
OCCUPATIONS OF POTENTIAL MALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Occupation	Group A	Group B	Overall
Professional, Manager, Owner	23.1%	19.8%	20.5%
Sales, Clerical, Skilled	57.7%	52.8%	53.8%
Unskilled, Retired, Unemployed	15.4%	24.5%	22.7%
No Answer	3.8%	2.8%	3.0%
Total (per cent)	100.0%	99.9%	100.0%
Total (frequency)	26	106	132

Among the men in Grade A, only 15% were unskilled, retired or unemployed. Among those in Grade B, almost 25% fell into those categories. This suggests that the unskilled, the unemployed, and the retired are more likely to attend the proposed Centre than they are to attend present programmes.

TABLE 23

EDUCATIONAL LEVELS OF POTENTIAL MALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Educational Level	Group A	Group B	Overall
Grade School Only	15.4%	18.9%	18.2%
Some High School	34.6%	38.7%	37.9%
High School Graduate	23.1%	25.5%	25.0%
University Level	26.9%	17.0%	18.9%
No Answer	--	--	--
Total (per cent)	100.0%	100.1%	100.0%
Total (frequency)	26	106	132

Men with no more than a public school education make up only 15% of Group A. On the other hand, they comprise 19% of Group B. It therefore appears that those with less education are somewhat more likely to attend the proposed Centre than they are to enroll in courses presently available to them.

TABLE 24

ANNUAL INCOME OF POTENTIAL MALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Annual Income	Group A	Group B	Overall
\$3,999 and less	3.8%	11.3%	9.8%
\$4,000 - \$9,999	61.5%	57.5%	58.3%
\$10,000 and over	26.9%	22.6%	23.5%
No Answer	7.7%	8.5%	8.3%
Total (per cent)	99.9%	99.9%	99.9%
Total (frequency)	26	106	132

Of the men in Group A, 4% had an annual income of less than \$4,000 while 11% of the men in Group B made less than this amount. Thus, it appears that the proposed Centre will have more lower-paid men among its clients than do existing programmes.

TABLE 25

PREFERRED COURSES OF POTENTIAL MALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Courses	Group A	Group B	Overall
Academic	26.9%	10.4%	13.6%
Business, Technical, Trade	46.2%	62.3%	59.1%
General, Recreation, Fine Arts	23.1%	25.5%	25.0%
No Answer	3.8%	1.9%	2.3%
Total (per cent)	100.0%	100.1%	100.0%
Total (frequency)	26	106	132

When the potential clients of the proposed Centre were asked to list their first choice among the courses they might take, it appeared that those who fell into Group A were more likely to choose an academic course than those in Group B, i.e., 27% vs. 10% of the respondents respectively. There was correspondingly less interest in business, technical, and trade courses among those in Group A.

This suggests that the men who are not now participating in adult education but who would be attracted to the proposed Centre are less likely to be interested in academic subjects and more likely to be interested in commercial and technical subjects than those of the Centre's potential clients already participating in adult education.

TABLE 26

TOTAL TIME PREPARED TO DEVOTE TO COURSES BY POTENTIAL MALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Amount of Time	Group A	Group B	Overall
Less than Five Hours Weekly	15.4%	31.1%	28.0%
Five to Ten Hours Weekly	57.7%	53.8%	54.5%
Ten to Fifteen Hours Weekly	26.9%	11.3%	14.4%
No Answer	--	3.8%	3.0%
Total (per cent)	100.0%	100.0%	99.9%
Total (frequency)	26	106	132

In Group A, 15% said that they would spend less than five hours per week on courses while 26% said they would be willing to allocate between ten and fifteen hours per week. These percentages may be tempered with those of Group B, i.e., 31% and 11% respectively.

Females

TABLE 27

AGES OF POTENTIAL FEMALE STUDENTS IN THE PROPOSED CENTRE
IN TERMS OF THOSE CURRENTLY ATTENDING
COURSES (GROUP A) AND THOSE NOT CURRENTLY
ATTENDING COURSES (GROUP B)

Age	Group A	Group B	Overall
16 - 34 Years	40.0%	43.9%	43.2%
35 - 44 Years	35.6%	25.3%	27.1%
45 Years and Over	20.0%	29.0%	27.4%
No Answer	4.4%	1.8%	2.3%
Total (per cent)	100.0%	100.0%	100.0%
Total (frequency)	45	221	266

The age distribution of the women in Group A is very similar to that of the women in Group B. There are slightly fewer women in the 35 - 44 year age range and slightly more women in the 45 and older range in Group B than in Group A.

TABLE 28

OCCUPATIONS OF POTENTIAL FEMALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Occupation	Group A	Group B	Overall
Professional, Manager, Owner	22.2%	6.8%	9.4%
Sales, Clerical, Skilled	24.4%	25.8%	25.6%
Unskilled, Retired, Unemployed	4.4%	5.9%	5.6%
Housewife, Widow	48.9%	59.3%	57.5%
No Answer	--	2.3%	1.9%
Total (per cent)	99.9%	100.1%	100.0%
Total (frequency)	45	221	266

Among the Centre's potential clients, there are more women who are professionals, managers or owners of businesses in Group A than there are in Group B. Conversely, there are more housewives in the latter group, suggesting that the twenty-four hour Centre is more convenient to housewives than are presently existing programmes.

TABLE 29

EDUCATIONAL LEVELS OF POTENTIAL FEMALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Educational Level	Group A	Group B	Overall
Grade School Only	8.9%	14.0%	13.2%
Some High School	44.4%	50.7%	49.6%
High School Graduate	22.2%	25.8%	25.2%
University Level	22.2%	8.1%	10.5%
No Answer	2.2%	1.4%	1.5%
Total (per cent)	99.9%	100.0%	100.0%
Total (frequency)	45	221	266

Of the women in Group A, 22% have a university level education as compared with only 8% in Group B. This suggests that compared to existing programmes of adult education, the proposed Centre would be especially attractive to women with less than a university education.

TABLE 30

ANNUAL INCOME OF POTENTIAL FEMALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Annual Income	Group A	Group B	Overall
\$3,999 and less	11.1%	10.4%	10.5%
\$4,000 - \$9,999	37.8%	54.3%	51.5%
\$10,000 and over	35.6%	12.2%	16.2%
No Answer	15.6%	23.1%	21.8%
Total (per cent)	100.1%	100.0%	100.0%
Total (frequency)	45	221	266

The above table indicates that among the females of Group A, more have an income greater than \$10,000 per year and fewer have one between \$4,000 - \$9,999 per year than do those females of Group B. This points to the conclusion that the proposed Centre would have more clients in the middle income range than do programmes now in effect.

TABLE 31

PREFERRED COURSES OF POTENTIAL FEMALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Courses	Group A	Group B	Overall
Academic	17.7%	10.9%	12.0%
Business, Technical, Trade	31.1%	33.9%	33.5%
General, Recreation, Fine Arts	51.1%	54.8%	54.1%
No Answer	--	0.5%	0.4%
Total (per cent)	99.9%	100.1%	100.0%
Total (frequency)	45	221	266

The women in Group B would be less likely to enroll in an academic course than would the women in Group A. Otherwise, there appears to be very little difference between the two groups concerning course preference.

TABLE 32

TOTAL TIME PREPARED TO DEVOTE TO COURSES BY POTENTIAL FEMALE STUDENTS
IN THE PROPOSED CENTRE IN TERMS OF GROUPS A AND B

Amount of Time	Group A	Group B	Overall
Less than Five Hours Weekly	48.9%	48.0%	48.1%
Five to Ten Hours Weekly	42.2%	47.5%	46.6%
Ten to Fifteen Hours Weekly	8.9%	3.6%	4.5%
No Answer	--	0.9%	0.8%
Total (per cent)	100.0%	100.0%	100.0%
Total (frequency)	45	221	266

The two groups are similar with respect to the amount of time the women are willing to devote to their studies at the proposed Centre, although more of the respondents in Group A are prepared to spend between ten and fifteen hours weekly in that connection than are those in Group B.

SIGNIFICANT RELATIONSHIPS BETWEEN VARIOUS CHARACTERISTICS OF RESPONDENTS

This section briefly indicates that there is a statistically significant correlation between certain characteristics of the respondents and certain other of their characteristics. For the males, statistically significant positive relationships were found between the following:

- (a) past enrolment in an adult course and the highest educational level attained;
- (b) past enrolment in an adult course and enrolment at the time of the survey;
- (c) past enrolment and willingness to attend the proposed Centre;
- (d) the type of course taken by those who had enrolled in the past and their willingness to attend the Centre;
- (e) the ability to identify an institution offering adult courses and the highest level of education attained; and,
- (f) the ability to identify such an institution and the willingness to attend the twenty-four hour Centre.

For the females, statistically significant relationships were found in all of the above cases except (d). In addition, for the females only, significant relationships were found between (i) - the highest educational level attained and enrolment in an adult course at the time of the survey; and (ii) - intention to use the Centre and enrolment in a course at the time of the survey.

Males

TABLE 33

RELATIONSHIP BETWEEN PAST ENROLMENT IN AN ADULT COURSE
AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Course Enrol- ment in Past	Grade School Only	Some High School	High School Graduate	University Level	Total
Took Courses in Past Five Years	6	43	32	28	109
Did Not Take Courses in Past Five Years	54	67	35	27	183
Total	60	110	67	55	292

Chi-square = 26.754

Level of Significance < .01

Only 10% of the men in the sample who had completed no more than a grade school education had taken an adult education course in the past five years; 90% had not done so. Of the males with a completed high school education, 48% had taken courses previously. For the males with at least some university education, the figure was 51%.

A significant statistical relationship exists between the level of education which a person has and the likelihood that this person participated in adult education in the past five years. The males with more formal education are more likely to have taken adult courses in the past.

TABLE 34
RELATIONSHIP BETWEEN PAST ENROLMENT
AND ENROLMENT AT TIME OF THE SURVEY

Course Enrol- ment in Past	Presently Participating	Not Presently Participating	Total
Took Courses in Past Five Years	33	76	109
Did Not Take Courses in Past Five Years	18	168	186
Total	51	244	295

Chi-square = 18.41

Level of Significance < .01

Of the men who were participating in adult education when they were interviewed, 65% had taken a course in the past five years. Of those not participated at the time of the survey, 31% has taken a course previously.

These figures indicate a significant relationship between being currently enrolled in an adult course and having been enrolled in such a course in the five years preceding the survey. Those who are now enrolled are much more likely to have taken courses previously than those who are not now enrolled. Adult education, thus, appears to be a continuing behaviour process for many people.

TABLE 35

RELATIONSHIP BETWEEN PAST ENROLMENT IN AN
ADULT COURSE AND WILLINGNESS TO ATTEND THE CENTRE

Willingness to Attend Centre	Took Courses in Past Five Years	Did Not Take Courses in Past Five Years	Total
Would Attend 24 Hour Centre	63	68	131
Would Not Attend 24 Hour Centre*	42	107	149
Total	105	175	280

Chi-square = 11.783

Level of Significance < .01

* Includes those not certain.

Of the men who had been participating in adult education in the past five years, 60% indicated that they would use the twenty-four hour Centre, while 40% said they would not. With the men who had not taken a course in the last five years, the proportions were almost exactly reversed, i.e., 39% said that they would go and 61% said that they would not.

The relationship between having taken courses in the past and planning to attend the proposed Centre is therefore significant. Again, the pattern of consistent behaviour appears.

TABLE 36
RELATIONSHIP BETWEEN TYPE OF PAST COURSE AND
WILLINGNESS TO ATTEND THE CENTRE

Willingness to Attend Centre	Type of Course Taken in Past			Total
	Academic	Business Tech. or Trade	General, Recrea- tion or Fine Arts	
Would Attend 24 Hour Centre	2	44	17	63
Would Not Attend 24 Hour Centre*	9	23	9	41
Total	11	67	26	104

Chi-square = 9.259

Level of Significance <.01

* Includes those not certain.

Of the men who took adult courses in academic subjects during the past five years, 18% said that they would attend the proposed Centre. However, 65% of those who had taken business, technical or trade courses and 65% of those who had taken courses in recreation, fine art and general subjects indicated their intention to attend the Centre. In this case, there is a significant difference regarding anticipated attendance at the twenty-four hour Centre between men who had previously taken academic courses and men who had taken courses in other areas. Those who have taken non-academic courses are more inclined to attend a twenty-four hour Centre.

TABLE 37

RELATIONSHIP BETWEEN THE ABILITY TO IDENTIFY AN
INSTITUTION OFFERING ADULT COURSES AND
THE HIGHEST EDUCATIONAL LEVEL ATTAINED

Ability to Identify	Grade School Only	Some High School	High School Graduate	University Level	Total
Could Identify Educational Institution	29	78	51	46	204
Could Not Identify Educational Institution	31	30	16	9	86
Total	60	108	67	55	290

Chi-square = 19.847

Level of Significance < .01

There is a significant relationship between educational level and ability to identify institutions offering adult education facilities; the more formal schooling a person has, the more likely is he to make such an identification. Of the males with no more than a public school education, 48% were able to identify at least one organization in Metropolitan Toronto which offers a programme in adult education; 76% of the high school graduates and 84% of the men with some university education were able to do so.

TABLE 38

RELATIONSHIP BETWEEN ABILITY TO IDENTIFY AN INSTITUTION
OFFERING ADULT COURSES AND WILLINGNESS TO ATTEND THE
TWENTY-FOUR HOUR CENTRE

Willingness to Attend Centre	Could Identify Educational Institution	Could Not Identify Educational Institution	Total
Would Attend 24 Hour Centre	103	28	131
Would Not Attend 24 Hour Centre*	96	51	147
Total	199	79	278

Chi-square = 6.042

Level of Significance < .02

* Includes those not certain.

Of the men who were able to identify at least one institution offering a programme in adult education, 52% stated that they would attend the proposed Centre; of the men unable to make such an identification, only 35% stated that intention. Clearly, knowledge about adult educational opportunities increases the likelihood that people will participate in the new Centre.

Females

TABLE 39

RELATIONSHIP BETWEEN PAST ENROLMENT IN AN ADULT
COURSE AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Course Enrol- ment in Past	Grade School Only	Some High School	High School Graduate	University Level	Total
Took Courses in Past Five Years	18	87	56	23	184
Did Not Take Courses in Past Five Years	109	251	100	42	502
Total	127	338	156	65	686

Chi-square = 19.528

Level of Significance < .01

Of the women in the sample with no more than a public school education, 14% said that they had taken at least one adult course in the past five years. With women who had completed high school, as with women who had attended university, the percentage was more than doubled; 36% in the former and 35% in the latter educational bracket said that they had taken a course in the past five years.

_____ This indicates a significant relationship between education and past enrolment in adult courses. Women with more formal education are more likely to have participated in adult education in the past.

TABLE 40

RELATIONSHIP BETWEEN ENROLMENT AT THE TIME OF
THE SURVEY AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Present Course Enrolment	Grade School Only	Some High School	High School Graduate	University Level	Total
Presently Participating	6	46	18	16	86
Not Presently Participating	121	292	138	49	600
Total	127	338	156	65	686

Chi-square = 16.214

Level of Significance < .01

Only 5% of the women with no more than public schooling indicated that they were participating in adult education at the time of the survey. With women who had completed high school, the proportion of present participants rose to 11% and among women with at least some university background, it shot up to 25%.

This indicates a significant statistical relationship between level of education and current enrolment in adult courses - the more formal education a woman has, the greater is the likelihood that she is enrolled in adult classes.

TABLE 41

RELATIONSHIP BETWEEN PAST ENROLMENT IN AN
ADULT COURSE AND ENROLMENT AT THE TIME OF THE SURVEY

Course Enrol- ment in Past	Presently Participating	Not Presently Participating	Total
Took Courses in Past Five Years	39	147	186
Did Not Take Courses in Past Five Years	48	460	508
Total	87	607	694

Chi-square = 16.476

Level of Significance < .01

Of the women who were participating at the time of the survey, 45% stated that they had taken adult courses in the past. Of the women who were not participating at that time, 24% had taken prior courses. It is significantly more likely for a woman currently enrolled in an adult course to have taken such a course in the past than it is for a person not presently enrolled.

TABLE 42

RELATIONSHIP BETWEEN PAST ENROLMENT IN AN
ADULT COURSE AND WILLINGNESS TO ATTEND THE CENTRE

Willingness to Attend Centre	Took Courses in Past Five Years	Did Not Take Courses in Past Five Years	Total
Would Attend 24 Hour Centre	104	161	265
Would Not Attend 24 Hour Centre*	73	329	402
Total	177	490	667

Chi-square = 36.427

Level of Significance < .01

* Includes those not certain.

Of the women with no experience in adult education in the past five years, 33% said that they would come to the proposed Centre, as did 59% of the women who had taken adult courses in the past. A significant relationship exists between previous attendance at adult courses and anticipated attendance at the proposed Centre; women with a prior background of participation are more likely to plan to come.

TABLE 43

RELATIONSHIP BETWEEN ENROLMENT IN AN ADULT
COURSE AT THE TIME OF THE SURVEY AND
WILLINGNESS TO ATTEND THE TWENTY-FOUR HOUR CENTRE

Willingness to Attend Centre	Presently Participating	Not Presently Participating	Total
Would Attend 24 Hour Centre	45	220	265
Would Not Attend 24 Hour Centre*	38	364	402
Total	83	584	667

Chi-square = 8.308

Level of Significance < .01

*

Includes those not certain.

Of the women participating in an adult course at the time of the survey, more than one half or 54% said that they would attend the twenty-four hour Centre. Of those not then enrolled, 38% said that they would go. This indicates a significant positive relationship between being enrolled in an adult course and being prepared to take further courses at the Centre.

TABLE 44

RELATIONSHIP BETWEEN ABILITY TO IDENTIFY AN INSTITUTION
OFFERING ADULT COURSES AND THE HIGHEST
EDUCATIONAL LEVEL ATTAINED

Ability to Identify	Grade School Only	Some High School	High School Graduate	University Level	Total
Could Identify Educational Institution	69	250	118	53	490
Could Not Identify Educational Institution	58	76	33	8	175
Total	127	326	151	61	665

Chi-square = 33.080

Level of Significance <.01

Of those women who only went to public school, 54% were able to identify an organization offering adult courses; 46% were unable to do so. However, 78% of the women who completed high school and 87% of the women with at least some university background were able to make such an identification.

Thus, there is a significant positive relationship between the amount of formal education a woman has and the likelihood that she will be able to name an institution offering adult courses.

TABLE 45

RELATIONSHIP BETWEEN ABILITY TO IDENTIFY AN INSTITUTION
OFFERING ADULT COURSES AND WILLINGNESS TO ATTEND THE
TWENTY-FOUR HOUR CENTRE

Willingness to Attend Centre	Could Identify Educational Institution	Could Not Identify Educational Institution	Total
Would Attend 24 Hour Centre	205	49	254
Would Not Attend 24 Hour Centre*	272	120	392
Total	477	169	646

Chi-square = 10.226

Level of Significance < .01

* Includes those not certain.

Of the women who identified an institution offering adult courses, 43% said that they would use the new Centre; only 29% of the women unable to make that identification indicated that they would attend courses there. This difference indicates a significant positive relationship between ability to identify institutions sponsoring adult education and intent to take courses at the proposed Centre.

SUMMARY AND RECOMMENDATIONS

Recognition of the increasing importance of adult education necessitates that all those who wish to continue their studies should have a reasonable opportunity to do so. One possible facility which would make adult courses accessible to everyone is an Adult Education Centre, open every day of the week, twenty-four hours a day. But is such a Centre feasible for Toronto? A survey of 990 Toronto residents shows that it is; at all hours of the day or night, some men and women will find it convenient to attend the Centre. But the survey also reveals that there is widespread ignorance as to existing adult education facilities; about 30% of the respondents of either sex were unable to name a single institution offering a programme in adult education. (Because the survey was taken from an elite sample, it may be expected that this percentage is even higher among the general population.)

More specifically, 45% of the men interviewed said that they would attend the proposed Centre. Extrapolation from this figure shows that there are at least 98,000 men in Metropolitan Toronto who would be willing to take courses there. Of these, almost 70% are prepared to spend five hours or more weekly in connection with their courses.

At present, there are two large groups of men with relatively low enrolment rates in adult courses. The first of these consists of those with a grade eight education or less; the second is made up of men aged forty-five or over. The proposed Centre may be expected to attract proportionately more men from these groups than do the existing adult education programmes. It would also be more attractive

to the unskilled, the unemployed, and the retired. The most popular courses among the men attending such a Centre would probably be those dealing with commercial and technical subjects and the skilled trades; academic courses are likely to be less in demand.

The findings of the survey also suggest that attendance at adult courses is often a continuing pattern of behaviour in an individual, related to his educational level. This is illustrated by the fact that certain characteristics of the male respondents are significantly related:

- (1) The more education a man has had, the more likely is he to have taken an adult course in the past five years (Table 33);
- (2) Men who have taken such a course in the past are more likely to be enrolled in a course at present (Table 34). They are also more likely to want to attend the proposed Centre (Table 35);
- (3) Of the men who have taken a course in the past five years, those who took an academic course are less likely to want to attend the Centre than those who took a non-academic course (Table 36);
- (4) The men who are able to identify an institution offering adult courses generally have more education than the men who cannot make such an identification (Table 37). They are also more likely to want to attend the proposed Centre (Table 38).*

Of the women who completed the questionnaire, 38% said that they would attend the proposed Centre. It is estimated that these represent almost 200,000 women in Metropolitan Toronto; 47% of these respondents are willing to devote five hours or more per week to their courses.

In comparison to women now attending adult courses, the women who said that they would attend the proposed Centre are likely to include

* With one exception, the likelihood that the differences found are due solely to chance variation is less than one in a hundred. In the remaining case, that of the relationship between men who are able to identify an institution offering adult courses and the men who are willing to attend the proposed Centre, there are less than two possibilities in one hundred that the relationship is due to chance alone.

a higher percentage of those over forty-five and of those poorly educated. The majority prefer courses in general education, recreation, and the fine arts.

Again, attendance at adult courses appears to be a continuing pattern of behaviour related to educational level:

- (1) The higher a woman's level of education, the more likely she is to have participated in an adult course in the past five years (Table 39);
- (2) The women who took a course within that period are more likely to be enrolled at present (Table 41) and more likely to want to attend the proposed Centre (Table 42) than are the women who did not take a course;
- (3) The better educated women are more likely to be participating at present in an adult course (Table 40);
- (4) Women presently attending a course are more likely to want to go to the Centre than are women not presently enrolled (Table 43);
- (5) Women who can identify an institution offering adult courses generally have attained a higher level of education than those who cannot do so (Table 44). They are also more likely to want to attend the Centre (Table 45).*

On the basis of this study, the following points seem to be of primary importance:

- (a) Other aspects of adult education should be subjected to careful scrutiny. Reference was made at the beginning of this report to the principles of Continuous Learning (see page 2). Obviously, the institution of a twenty-four hour Centre is not, by itself, going to bring about the full realization of these principles. A study of why adult students drop out of classes before completing the course is one of the first projects to consider. If the schools knew the

* The likelihood that these differences are due solely to chance variation is less than one in a hundred.

the reason for these withdrawals, it should be possible to take steps ensuring that the bulk of those who enroll stay to complete their course.*

- (b) There exists a clear demand for an Adult Education Centre such as has been described. To subscribe to the concept of Continuous Learning is to conclude that this demand is socially significant. It is therefore recommended that such a Centre be put into operation as soon as possible.
- (c) Before opening this Centre, a broad advertising campaign should be undertaken informing the public of the opportunities offered to them. Although the survey on which this report is based was undertaken shortly after an intensive information campaign in the newspapers alerting the Toronto public to adult education opportunities, about 30% of the respondents of both sexes were still unable to identify a single institution with a programme in adult education.** It can hardly be expected that the people who are ignorant of these facilities will utilize them. Yet these are the people who, on the basis of the study data, would benefit the most by continuing their education. Since they apparently were not reached effectively through newspapers, additional media and means will have to be found through which to inform them.

* As this is written, such a study is in progress, conducted by the Research Department of the Board of Education for the City of Toronto; it is being funded jointly by the Federal Government and the Government of the Province of Ontario, under Schedule 10.

** Some reviewers have suggested that this may be an artifact of the question wording (see Question I in Section A of the Questionnaire).

- (d) Informing more people about adult education opportunities will be more effective if ways can be discovered for making adult courses appealing to those who are presently indifferent.

APPENDIX A -- TELEPHONE QUESTIONNAIRE COMPLETED
BY 990 TORONTO RESIDENTS

INTRODUCTION

"Hello, I'm _____, calling for the Toronto Board of Education. We would like to ask your opinions on Adult Education.

I need your help in selecting a person in your household to be interviewed. Would you please tell me the ages of all persons who live in your household who are 16 years old or over? We do not want to list people who attend school or college full-time. Would you please list them in order of the oldest down to the youngest? (Record on Selection Chart).

(Use Selection Charts to decide which person is the respondent).

May I speak to the person who is _____ years old please? (If not available, make an appointment for an interview).

NOTE: More than one person may be interviewed per household, depending on the random numbers selected.

Repeat the salutation and purpose of the study if necessary, when the desired respondent is reached.

SECTION A

1. Could you give me the name of one institution, school or organization in Metro Toronto which provides adult education facilities?

No ()1 or Yes ()2 (Record word for word) _____

2. Do you now participate regularly in any courses or activities for self-improvement or to advance your education or training, or do you intend doing so before October 21st, 1967?

Yes ()1 No ()2 No Answer or Refusal ()0

(If "YES," ask Questions 3 to 11 inclusive in Section A. If "NO," go to Question 12 in Section B).

NOTE: If asked for examples, provide the following four only:

- (a) correspondence course;
- (b) night school;
- (c) Dale Carnegie;
- (d) courses at the Y.

N.B.

If the respondent says he or she is a full-time apprentice, indicate as a "NO"

Respondents suggesting activities such as concert league series, film clubs, adult Sunday school, etc., are instructed to respond "YES," to the question. Courses of regular formal instruction, e.g., bowling classes, are to be included, while "just bowling regularly" is not to be included. The same applies to dancing and church activities.

3. If the respondent answers "YES" to Question 2, ask: "How many of these courses or activities are you now participating in?"

One ()1 Two ()2 More than two ()3

4. What topic, subject, or skill is the course (are each of the courses) about? (Write in, word for word for each course.)

- 1) _____
 2) _____
 3) _____
 4) _____
 5) _____

5. Now, please think of the course you mentioned to me first. Where are you taking this course?

School ()1 Place of Employment ()4
 Library ()2 Other (specify) ()5 _____
 Home ()3 No Answer/Refusal ()0

6. a) On which days of the week is the course held?
 b) During which hours of the day is it held?
 (Check as many as necessary.)

	Morning (6 a.m. - 12 noon)	Afternoon (12 noon - 6 p.m.)	Evening (6 p.m. - 12 midnight)
Monday	()1	()1	()1
Tuesday	()2	()2	()2
Wednesday	()3	()3	()3
Thursday	()4	()4	()4
Friday	()5	()5	()5
Saturday	()6	()6	()6
Sunday	()7	()7	()7

7. How many hours each week do you now spend in:

	(a) Classes	(b) Home Study	(c) Travelling to & from your Class
No time spent	()1	()1	()1
Under $\frac{1}{2}$ hour	()2	()2	()2
$\frac{1}{2}$ hour but under 1 hour	()3	()3	()3
1 hour but under 2 hours	()4	()4	()4
2 hours but under 3 hours	()5	()5	()5
3 hours but under 5 hours	()6	()6	()6
5 hours or more	()7	()7	()7
Don't Know	()9	()9	()9
No Answer or Refusal	()0	()0	()0

8. a) How much in total does your course cost? What are the total fees or tuition for the course? (Note if respondent answers in terms of so many dollars per week or month, probe for total.)

Free	()1	\$51 - \$99	()5
\$10 or less	()2	\$100 or more	()6
\$11 - \$25	()3	Don't Know	()9
\$26 - \$50	()4	No Answer or Refusal	()0

b) Would you mind estimating your total miscellaneous expenses (each week) in taking this course? (That is for transportation, food, babysitting expenses, books, etc.)

Under \$1.00	()1	\$10.00 or more	()5
\$1.00 - \$1.99	()2	Don't Know	()9
\$2.00 - \$4.99	()3	No Answer or Refusal	()0
\$5.00 - \$5.99	()4		

9. Will you obtain some formal result when you finish the course? That is, will you obtain a degree, a diploma, a certificate or what?

Degree	()1	Don't Know	()9
Diploma (certificate)	()2	No Answer or Refusal	()0
No Formal Outcome	()3	Other (specify)	()5 _____

10. Are you taking this course in whole or in part to improve your job performance or employment opportunities?

In Whole	()1	Don't Know	()9
In Part	()2	No Answer or Refusal	()0
Not at all	()3		

11. Who gives the course? That is what agency or institution sponsors the course? N.B. In case two sponsors are mentioned, check the first sponsor under Column 1 and the second sponsor under Column 2.

	<u>Column 1</u>	<u>Column 2</u>
Commercial (private educational)	()1	()1
University extension	()2	()2
Board of Education, Night School	()3	()3
Library	()4	()4
Professional association	()5	()5
Employer sponsored	()6	()6
Don't Know	()9	()9
No Answer or Refusal	()0	()0
Other (specify)	()7 _____	

12. Outside of your normal formal schooling have you participated in any courses or activities for self-improvement or to advance your education or training in the past five years?

Yes ()1 No ()2 No Answer or Refusal ()0

(If "yes," ask Questions 13 to 22 inclusive in Section B. If "no," go to Section C.)

NOTE: If asked for examples, provide the following four only:

- (a) correspondence courses;
- (b) night school;
- (c) Dale Carnegie;
- (d) courses at the Y.

N.B. If the respondent says he or she has undertaken a full-time apprenticeship, indicate as a "No."

If respondent answers "yes" to Question 12 ask:

13. "How many courses have you taken previously?"

- | | | | |
|-------|------|-------------------|------|
| One | ()1 | Five or more | ()5 |
| Two | ()2 | Don't Know | ()9 |
| Three | ()3 | No Answer/Refusal | ()0 |
| Four | ()4 | | |

14. How many of these courses did you complete?

- | | | | |
|-------|------|-------------------|------|
| None | ()1 | Four | ()5 |
| One | ()2 | Five or more | ()6 |
| Two | ()3 | Don't Know | ()9 |
| Three | ()4 | No Answer/Refusal | ()0 |

15. What topic, subject, or skill was the course (were each of the courses) about? I would like you to mention the courses in order of the most recent courses taken, starting with the most recent course first.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

16. Now, please think of the course you took most recently. Where did you take this course?

- | | | | |
|---------|------|---------------------|------------|
| School | ()1 | Place of employment | ()4 |
| Library | ()2 | Other (specify) | ()5 _____ |
| Home | ()3 | No Answer/Refusal | ()0 |

17. a) On which days of the week was the course held?
(Check as many as necessary)
b) During which hours of the day was it held?

	Morning (6 a.m. - 12 noon)	Afternoon (12 noon - 6 p.m.)	Evening (6 p.m. - 12 midnight)
Monday	()1	()1	()1
Tuesday	()2	()2	()2
Wednesday	()3	()3	()3
Thursday	()4	()4	()4
Friday	()5	()5	()5
Saturday	()6	()6	()6
Sunday	()7	()7	()7

18. While you were taking this course, about how many hours each week, on the average, did you spend in:

	(a) Classes	(b) Home Study	Travelling to & (c) from your class
No time spent	()1	()1	()1
Under $\frac{1}{2}$ hour	()2	()2	()2
$\frac{1}{2}$ hour but under 1 hour	()3	()3	()3
1 hour but under 2 hours	()4	()4	()4
2 hours but under 3 hours	()5	()5	()5
3 hours but under 5 hours	()6	()6	()6
5 hours or more	()7	()7	()7
Don't Know	()9	()9	()9
No Answer or Refusal	()0	()0	()0

19. a) How much in total did this course cost? What were the total fees or tuition for the course? (Note if respondent answers in terms of so many dollars per week or month, probe for total.)

Free	()1	\$51 - \$99	()5
\$10 or less	()2	\$100 or more	()6
\$11 - \$25	()3	Don't Know	()9
\$26 - \$50	()4	No Answer or Refusal	()0

- b) What were your total miscellaneous expenses each week while taking this course? That is, for transportation, food, babysitting expenses, books, etc.

Under \$1.00	()1	\$10.00 or more	()5
\$1.00 - \$1.99	()2	Don't Know	()9
\$2.00 - \$4.99	()3	No Answer or Refusal	()0
\$5.00 - \$9.99	()4		

20. Did you obtain some formal results when you finished the course? That is did you obtain a degree, a diploma, a certificate or what?

Degree	()1	No Answer or Refusal	()9
Diploma (certificate)	()2	Other (specify)	()5 _____
No Formal Outcome	()3		_____

21. a) Did you take this course in whole or in part to improve your job performance or employment opportunities?

In Whole	()1	Not at all	()3
In Part	()2	No Answer or Refusal	()9

- b) Do you feel this course actually did improve your job performance or employment opportunities?

In Whole	()1	Not at all	()3
In Part	()2	No Answer or Refusal	()9

22. Who gave the course? That is what agency or institution sponsored the course?
N.B. In case two sponsors are mentioned, check the first sponsor under Column 1 and the second sponsor under Column 2.

	<u>Column 1</u>	<u>Column 2</u>
Commercial (private educational)	()1	()1
University extension	()2	()2
Board of Education, Night School	()3	()3
Library	()4	()4
Professional association	()5	()5
Employer sponsored	()6	()6
Don't Know	()9	()9
No Answer or Refusal	()0	()0
Other (specify)	()7	()7 _____

SECTION C

"There is some discussion about opening an adult education centre in Metro Toronto. This centre would operate twenty-four hours a day, seven days a week and twelve months a year, and would provide educational opportunities for all adult citizens.

Many adults who are anxious to further their education or training cannot do so because regular night school or training schools do not operate during their spare time.

We would like you to answer the following questions as if the course of your choice was available at any hour, any day of the week, every month of the year."

23. If such a facility were available now, would you make use of it within the next twelve months?

Yes	()1	Don't Know	()9
Maybe - Perhaps	()2	No Answer or Refusal	()0
No	()3		

(If "yes" or "maybe" ask Questions 24, 25, 26 and 27. If other than "yes" or "maybe," go to Question 28 in Section D.)

24. What courses would you like to take if you had the choice? Please list them in order of your preference.

1) _____

2) _____

3) _____

4) _____

5) _____

25. About how many hours per week on the average would you be willing to spend in:

	(a) Classes	(b) Home Study	Travelling to & (c) from your class
Under $\frac{1}{2}$ hour	()1	()1	()1
$\frac{1}{2}$ hour but under 1 hour	()2	()2	()2
1 hour but under 2 hours	()3	()3	()3
2 hours but under 3 hours	()4	()4	()4
3 hours but under 5 hours	()5	()5	()5
5 hours or more	()6	()6	()6
Don't Know	()9	()9	()9
No Answer or Refusal	()0	()0	()0

26. About how much money per week, exclusive of fees and tuition, that is on books, transportation, food, babysitting expenses, etc., would you be willing to spend in order to attend the course or (courses) of your choice?

Nothing	()1	\$5.00 - \$9.99	()5
Under \$1.00	()2	\$10.00 or more	()6
\$1.00 - \$1.99	()3	Don't Know	()9
\$2.00 - \$4.99	()4	No Answer or Refusal	()0

27. a) On which days of the week would it be most convenient for you to attend classes if you had seven days a week from which to choose?
- b) On which hours of the day would it be most convenient for you to attend classes if you had twenty-four hours a day from which to choose?

(Check as many as necessary.)

	Morning (6 a.m. - 12 noon)	Afternoon (12 noon - 6 p.m.)	Evening (6 p.m. - 12 midnight)	Night (12 midnight - 6 a.m.)
Monday	()1	()1	()1	()1
Tuesday	()2	()2	()2	()2
Wednesday	()3	()3	()3	()3
Thursday	()4	()4	()4	()4
Friday	()5	()5	()5	()5
Saturday	()6	()6	()6	()6
Sunday	()7	()7	()7	()7

SECTION D

28. Sex of respondent Male ()1 Female ()2
29. Would you please tell me into which of the following groups your age falls?
- | | | | |
|----------------|------|----------------------|------|
| 16 to 18 years | ()1 | 55 to 64 years | ()6 |
| 19 to 24 years | ()2 | 65 to 69 years | ()7 |
| 25 to 34 years | ()3 | Over 70 years | ()8 |
| 35 to 44 years | ()4 | No Answer or Refusal | ()0 |
| 45 to 54 years | ()5 | | |
30. a) Would you please tell me what type of work you do? (Fireman, bookkeeper, carpenter, etc.)
- (Write In) _____
- b) And what type of company do you work for? (Railroad, telephone, steel mill, etc.)
- (Write In) _____

31. Would you please tell me into which of the following education levels do you yourself fall. That is, in which one of the following stages was the last grade or year of formal education completed?

- a) Public or Grade School ()1
- b) Part High or Technical School ()2
- c) Finished High or Technical School ()3
- d) Part University or College ()4
- e) Graduated University or College ()5
- f) Graduate or Professional Studies after University Graduation ()6
- No Answer or Refusal ()0

If Public School, Last Grade, <u>Check</u>		If Part High or Technical School, <u>Check</u>		If Graduated University or College, do you associate your Degree as Arts, Science or Neither? <u></u>	
Grade 1	()	Grade 8	()1	Arts	()1
Grade 2	()	Grade 9	()2	Science	()2
Grade 3	()	Grade 10	()3	Neither	()3
Grade 4	()	Grade 11	()4	No Answer or Refusal	()0
Grade 5	()	Grade 12	()5		
Grade 6	()	Grade 13	()6		
Grade 7	()	No Answer or Refusal	()0		
Grade 8	()				
No Answer or Refusal	()				

32. a) Have you ever completed any course or courses outside your formal education, which have not been discussed earlier in the conversation?

Yes ()1 No ()2

b) If "yes," would you please describe these courses to me?

(Record verbatim) _____

33. Into which of the following income groups does the total annual income of all members of your household fall?

Under \$1,000.	()1	\$4,000. - \$5,999.	()5
\$1,000. - \$1,999.	()2	\$6,000. - \$9,999.	()6
\$2,000. - \$2,999.	()3	\$10,000. and over	()7
\$3,000. - \$3,999.	()4	Don't Know	()9
		No Answer or Refusal	()0

SECTION E

Finale

If expanded adult educational facilities in Metro are important to you, would you like to drop us a note expressing your views? If so, the letter should be addressed to:

Research,
155 College Street,
Toronto, Ontario.

THANK YOU VERY MUCH FOR YOUR TIME AND HELP.

APPENDIX B -- RELATIONSHIPS BETWEEN DEMOGRAPHIC VARIABLES

Males

TABLE I

RELATIONSHIP BETWEEN AGE AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Educational Level	16 - 34 Years	35 - 44 Years	45 Years and Older	Total
Grade School Only	18	19	22	59
Some High School	50	36	22	108
High School Graduate	32	17	15	64
University Level	17	22	17	56
Total	117	94	76	287

Chi-square = 11.3217

Not a significant relationship

Among the males who completed the questionnaire, age is not significantly related to educational level. The distribution of age groups is similar for all educational categories.

It must be remembered that this finding, as all findings in the report, can only be generalized to that segment of the population which the sample represents.

TABLE II

RELATIONSHIP BETWEEN ANNUAL INCOME AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Educational Level	Less than \$4,000	\$4,000 to \$9,999	\$10,000 and Over	Total
Grade School Only	10	34	2	46
Some High School	11	63	22	96
High School Graduate	1	42	15	58
University Level	1	20	26	47
Total	23	159	65	247

Chi-square = 42.9132

Level of significance < .01

There is a significant relationship between a man's income and the highest educational level he attained. Men with more formal education are likely to have a higher income than men with less formal education -- 55% of the university level males have an annual income of \$10,000 or more, compared to less than 5% of the males with no more than a grade school education.

TABLE III

RELATIONSHIP BETWEEN OCCUPATION AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Educational Level	Professional, Manager, Owner	Sales, Clerical, Skilled	Unskilled, Retired, Unemployed	Total
Grade School Only	4	23	30	57
Some High School	15	72	22	109
High School Graduate	13	41	9	63
University Level	30	20	5	55
Total	62	156	66	284

Chi-square = 73.8177

Level of significance < .01

A significant relationship exists between occupation and educational level. For example, the proportion of men with only a grade school education among professionals, managers, and owners of businesses (6%) is much smaller than the proportion of men at this educational level in the male sample as a whole (20%).

TABLE IV
RELATIONSHIP BETWEEN AGE AND OCCUPATION

Occupational Level	16 - 34 Years	35 - 44 Years	45 Years and Older	Total
Professional, Manager, Owner	19	26	17	62
Sales, Clerical, Skilled	65	52	38	155
Unskilled, Retired, Unemployed	30	14	20	64
Total	114	92	75	281

Chi-square = 6.9288

Not a significant relationship

There is no significant relationship between age and occupation.

The distributions of age groups in the three occupational categories are similar to each other.

TABLE V
RELATIONSHIP BETWEEN OCCUPATION AND ANNUAL INCOME

Annual Income	Professional, Manager, Owner	Sales, Clerical, Skilled	Unskilled, Retired, Unemployed	Total
Less than \$4,000	--	8	14	22
\$4,000 to \$9,999	31	95	29	155
\$10,000 and Over	24	33	7	64
Total	55	136	50	241

Chi-square = 36.8754

Level of significance < .01

Occupation and income are significantly related. For instance, none of the professionals, managers, or owners of businesses in the sample earned less than \$4,000 annually, while 28% of the men who are unskilled, retired, or unemployed have an income in that range.

TABLE VI
RELATIONSHIP BETWEEN AGE AND ANNUAL INCOME

Annual Income	16 - 34 Years	35 - 44 Years	45 Years and Older	Total
Less than \$4,000	12	4	6	22
\$4,000 to \$9,999	70	54	33	157
\$10,000 and Over	19	28	16	63
Total	101	86	55	242

Chi-square = 7.1216

Not a significant relationship

The relationship between age and annual income is not significant in the male sample. The distribution of the respondents over the three income brackets is similar in all age groups.

Females

TABLE VII

RELATIONSHIP BETWEEN AGE AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Educational Level	16 - 34 Years	35 - 44 Years	45 Years and Older	Total
Grade School Only	38	37	51	126
Some High School	134	90	105	329
High School Graduate	70	33	51	154
University Level	22	19	21	62
Total	264	179	228	671

Chi-square = 8.9248

Not a significant relationship

The relationship between age and educational level is not significant for the female sample. The distribution of age groups is similar for all educational categories.

TABLE VIII

RELATIONSHIP BETWEEN ANNUAL INCOME AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Educational Level	Less than \$4,000	\$4,000 to \$9,999	\$10,000 and Over	Total
Grade School Only	26	44	7	77
Some High School	37	179	36	252
High School Graduate	13	68	28	109
University Level	2	23	30	55
Total	78	314	101	493

Chi-square = 71.0881

Level of significance < .01

There is a significant relationship between women's income and educational level. For example, university level women make up only 11% of the total female sample, but account for 30% of the group earning \$10,000 per year or more.

TABLE IX

RELATIONSHIP BETWEEN OCCUPATION AND HIGHEST EDUCATIONAL LEVEL ATTAINED

Educational Level	Professional, Manager, Owner	Sales, Clerical, Skilled	Unskilled, Retired, Unemployed	Housewife, Widow	Total
Grade School Only	2	15	23	86	126
Some High School	13	82	15	222	332
High School Graduate	14	47	3	90	154
University Level	17	6	--	41	64
Total	46	150	41	439	676

Chi-square = 105.2835

Level of significance < .01

A significant relationship exists between occupation and level of education. For instance, women with no more than a grade school education account for only about one-fifth of the total female sample, although they make up more than half of the group composed of the unskilled, the retired, and the unemployed.

TABLE X

RELATIONSHIP BETWEEN AGE AND OCCUPATION

Occupational Level	16 - 34 Years	35 - 44 Years	45 Years and Older	Total
Professional, Manager, Owner	19	9	17	45
Sales, Clerical, Skilled	74	40	38	152
Unskilled, Retired, Unemployed	12	11	18	41
Housewife, Widow	158	116	161	435
Total	263	176	234	673

Chi-square = 12.1644

Not a significant relationship

No significant relationship is found between age and occupation.

In each of the four occupational categories, the respondents are distributed similarly over the three age groups.

TABLE XI
RELATIONSHIP BETWEEN OCCUPATION AND ANNUAL INCOME

Annual Income	Professional, Manager, Owner	Sales, Clerical, Skilled	Unskilled, Retired, Unemployed,	House- wife, Widow	Total
Less than \$4,000	5	23	11	40	79
\$4,000 to \$9,999	20	69	12	208	309
\$10,000 and Over	13	16	2	69	100
Total	38	108	25	317	488

Chi-square = 25.6223

Level of significance < .01

There is a significant relationship between occupation and annual income. For example, women who are professionals, managers, or owners of businesses make up only 8% of the total female sample, but account for 13% of the women earning \$10,000 per year or more.

TABLE XII
RELATIONSHIP BETWEEN AGE AND ANNUAL INCOME

Annual Income	16 - 34 Years	35 - 44 Years	45 Years and Older	Total
Less than \$4,000	27	15	37	79
\$4,000 to \$9,999	148	87	72	307
\$10,000 and Over	25	29	45	99
Total	200	131	154	485

Chi-square = 31.1552

Level of significance < .01

Age and income are significantly related in the female sample. For example, women 45 years of age or older make up 23% of the group earning from \$4,000 to \$9,999 per year, but 32% of the total female sample.